DOCUMENT RESUME

ED 438 902 PS 028 312

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TITLE Improving Student Interpersonal Relationships and Academic Achievement through School Safety Interventions.

PUB DATE 1999-12-00
NOTE 69p.; Master's Action Research Project, Saint Xavier University & IRI/SkyLight.
PUB TYPE Dissertations/Theses (040) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Action Research; Change Strategies; Classroom Techniques; Discipline; *Discipline Policy; *Discipline Problems; Educational Environment; *Interpersonal Competence; Interpersonal Relationship; Intervention; *Middle School Students; Middle Schools; Program Effectiveness; *School Safety
IDENTIFIERS *Social Skills Training

ABSTRACT

This project evaluated the effectiveness of school safety interventions to improve student interpersonal relationships and academic achievement. The targeted population consisted of middle school students in a growing, middle class community located in central southeastern Iowa. The issues of school safety were documented by means of student and teacher surveys, observations, discipline referrals, and test scores. Teachers reported a lack of student skills related to appropriate social interactions, problem solving, effective communication, and positive coping. An 18-week action plan was developed, which included a "Zero Tolerance" school-wide policy, an "FYI Discipline Referral" system, and direct instruction in social skills. The program was assessed by means of a second student survey, anecdotal records of documented discipline referrals, and a comparison with the previous year's scores on the Iowa Tests of Basic Skills. Findings indicated that the intervention did improve school climate, with incidents of bullying reduced. (Nine appendices include various program materials. Contains 24 references.) (EV)

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IMPROVING STUDENT INTERPERSONAL RELATIONSHIPS AND ACADEMIC ACHIEVEMENT THROUGH SCHOOL SAFETY INTERVENTIONS

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & SkyLight

Field-Based Masters Program

Chicago, Illinois

December, 1999

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ABSTRACT

This report describes the use of school safety interventions to improve student interpersonal relationships and academic achievement. The targeted population consisted of middle school students in a growing, middle class community, located in central southeastern Iowa. The issues of school safety were documented through data gathered by student and teacher surveys, observations, discipline referrals and test scores.

Analysis of probable cause data revealed that teachers reported a lack of student skills related to appropriate social interactions, problem solving, effective communication and positive coping skills. Review of collected data revealed the need for curriculum focused on social skills to target effective interpersonal student relationships and to create a secure environment to enhance academic achievements.

A review of solution strategies, combined with an analysis of the problem, resulted in the creation of a system to delineate sequential consequences to address inappropriate student behavior and the development of a school wide policy to improve student interpersonal relationships and to academic achievement.

The research team concluded through the data that the program of anti-violence with the change in discipline policies and the methods of reporting and tracking behaviors improved the school climate. The plan enhanced personal security and academic focus within the classrooms improving student performance.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted middle school exhibited inappropriate behaviors that interfered with academic achievement. Evidence for existence of the problem included student and teacher surveys, observations, discipline referrals and test scores.

Immediate Problem Context

In the targeted school there was a total of 5,550 students enrolled which included one high school, two middle schools and nine elementary schools. There were 710 students in special education programs, 900 minority students and 1,700 students enrolled in the free and reduced lunch program.

The targeted middle school had 649 students. The composition was made up of 15% minorities, 29% students on the free and reduced lunch program, 12% At-Risk, 24% Special Education, 13% Extended Learning Program (ELP) and 7% English as a Second Language (ESL).

The targeted middle school had sixth, seventh and eighth grades. The school had two administrators with masters of arts (MA) degrees, 64 faculty members, 39 with bachelor of arts (BA) degrees and 25 with MA degrees. Years of teaching experience ranged from one to 36 years with the median being 20 years of experience. There were 13 support staff and 14 non-

certified staff. Classes were scheduled on alternating days designated by the school colors. The day was scheduled around eight periods. The school day began at 8:10 a.m. and concluded at 3:05 p.m. The first seven periods were content oriented and the last period served as a homeroom. Students in homerooms had the opportunity to participate in band or chorus. There were no intramural athletic programs. Students participated in extracurricular sports on a voluntary basis.

The targeted school opened in 1962 as a junior high housing grades seven through nine. The school had a recreation court, cafeteria/auditorium and a gym. Outside the building were two football fields, a cinder track and a softball/baseball diamond. In 1990, a new air-conditioned expansion was added to the building with 14 classrooms, a media center, computer lab, faculty lounge, wrestling room, multi-purpose room, and handicapped accessible boys' and girls' restrooms which made the building conform to federal guidelines. The school was the only handicapped accessible middle school in the district.

Several services were provided to accommodate the diverse needs of the students. The Area Education Agency (AEA) offered services for speech/language therapy, hearing impaired, consultation, psychological testing and social case studies. The community provided probation services and a rehabilitation program for drug and alcohol abuse. The school had one school nurse, a media specialist and a Parent Teacher Organization (PTO).

The faculty was committed to serving the needs of special students as well as those in the general classroom. Teachers were able to serve students through special programs which included Learning Disabilities (L.D.), Behavioral Disorders (B.D.), Mental Disabilities (M.D.), Drug Abuse Resistance Education (D.A.R.E.), Extended Learning Program, English As A Second Language, At-Risk and counseling services. The school also provided an eighth grade

peer-volunteer program. All students participated in a news education program called Channel One. Extra-curricular activities offered within the school included band, chorus, football, art club, volleyball, basketball, track, swimming, musicals, newspaper, yearbook and show choir.

Middle school concerns included the following: bullying, snack break, lunch program, available classroom space, block scheduling, team teaching, two period planning, class size, disciplinary actions, limited technology, student agendas, parent involvement, administrative support, low budget and middle school/junior high school philosophy.

The school received recognition for having several notable teacher and student achievements. Teachers were individually recognized throughout the school year with the Carver Excellence in Education Award, Southeast Iowa Athletic Director of the Year, Multicultural Diversity Award and Educating Students of Diverse Populations. Students were acknowledged in the community for achievements of outstanding leadership and dedication, such as, Honor Roll, Presidential Awards, Math Bee, Geography Bee, Science Fair, Solo and Ensemble State Contest, State Honor Band and Choir, Book-It, public student art exhibits and Minority Quiz Bowl.

The Surrounding Community

The community was located in central, southeastern Iowa. Population was 22,881 according to the 1990 census. The Mississippi River on the south and croplands on the north, east and west bordered the town. The community was settled as a trade center and offered a riverboat landing. In the 1850's, lumber was the primary industry and the town was established around that trade. The community grew and the pearl button industry was established in the late 1890's. Over 50% of the workforce in 43 different companies were employed in the button industry. Many employed were involved in the cottage industry, sewing buttons on cards, cutting button blanks

from the raw shells or doing clamming on the river. The rate of pay for cottage industry workers was minimal.

The industries, along with the development of the cottage industries, gave rise to a gap in socioeconomic status. The population was divided between wealthy and the poor, which caused an elitist social grouping that was not bridged by a middle class. There was resentment on the part of the poorer economic class because they saw no way to improve the social status. The attitude of "Southenders", as the poorer class was known, was passed down through families. The industrialization of the 1960's created a middle class population that allowed the lower socioeconomic class to strive for a better quality of life.

The 1990 census labor force was comprised of 49% male and 51% female. The unemployment rate was at 3.7%. The employment was about 21,500 people. In the targeted community, the majority was employed in heavy industry. A survey was taken of 2,670 residents interested in employment. Those surveyed included 88% high school graduates. A total of 51% of that population attended college. The survey also identified 326 persons with a four-year college degree and 262 persons with five or more years of college.

The targeted community had a diversified business and industrial base for employment opportunities in the 1990 census. The largest employers included two Fortune 500 companies founded by local residents. They included a national office furniture company, employing 2,100 workers. The other company dominated the world market in tire retreading, employing over 700 workers and operating in over 100 countries.

The community also supported other businesses and industries, including a tomato processing company with a 100-year history in the town employing approximately 500 workers. Other major companies included a grain processing company that employed 1,080 workers and a

livestock feed company that employed 465 workers. The two companies had subsidiary branches that produced high quality ingredients used in beverages, foods, diapers, pharmaceutical products, animal feeds and other corn based products. A chemical company employed 510 workers that produced materials used in the manufacture of plastics and herbicides. A new lighting industry in the community revolutionized the sports and movie world with the invention and marketing of a portable lighting system to generate daylight conditions for major events.

The lighting company employed 200 people. One of the largest engineering firms in the world was based in the community with many of the 250 workers located in such places as Jamaica, Bosnia, Kuwait and Slovenia. The location of a major steel plant increased employment opportunities with approximately 350 new jobs. The health care industry provided upwards of 350 to 400 jobs between the hospital, local clinic, physical therapy clinic, dental professionals and chiropractors. The town supported four independent living residences and three nursing homes. The mercantile climate of the community was constantly changing with competition between the long established merchants downtown and the mall merchants at the edge of town. The mall has had a history of unsuccessful business ventures. Repeated management changes, high rents for store space, lack of promotional programs and competition have forced the population to spend money for needed goods in other communities.

The community had undergone economic changes due to the closing of a factory that caused the loss of employment for 200 people. The downsizing of an office furniture factory and the reduction of 100 middle management jobs in another plant within the last four years forced many families to adjust to constrained economic circumstances.

The diversity of the resident population included an estimated 21,450 Euro- Americans, 166 African Americans, 52 Native Americans, 139 Asian Americans, and 1,863 Hispanic Americans.

Many of the Hispanic population settled in the community as migrant workers with the tomato processing company.

The average income for a family of four was $30,800 with a median income of $38,500. Prior to 1985, the housing market was limited within the community. The building and marketing of single family dwellings increased, expanding the limited realty market, as well as low-rent housing complexes and federally subsidized homes. The median sale price for a single family home in 1992 was $48,219.

In 1998, the school district was comprised of eight elementary schools, two middle schools and one high school. The elementary schools, kindergarten to fifth grade, employed a total of 165 teachers to instruct 2,500 students. One hundred-five teachers instructed 1,400 students at the two middle schools. The high school housed 1,648 students, ninth through twelfth grade and were taught by 100 teachers. There were three private elementary schools that employed 20 or more teachers who instructed approximately 200 kindergarten through fifth grade students.

The high school graduation rate stood at 75%. Individuals with college or advanced degrees were at 19%. One local community college offered adult education classes and associate degrees. Teachers were encouraged by the district hierarchy to learn and implement innovative educational developments in schools to improve student achievement. Excellence in education by students and teachers was celebrated through an annual festival funded by a local trust foundation. Nominees for recognition of educational excellence were given monetary awards or scholarships. These gifts exceeded $260,000 over a nine-year period. Community organizations, service clubs, industries, and trust foundations awarded over $180,000 yearly to graduating seniors. The community support of educational activities provided many opportunities for both

students and faculty. Other opportunities in the city included student exchanges with a sister city in Japan, trips to Canada and the South American rainforests.

Recreation was available through the Parks and Recreation Department, the local public library, the art center and the YMCA-YWCA. Park facilities were available throughout the community, including a $4,000,000 soccer complex and a newly renovated and improved softball and baseball complex. Many opportunities were offered for those interested in physical activity including an extensive walking trail, a bike path, two public swimming pools, a winter skating rink and two sandlot volleyball courts. League sports for children and adults included bowling, soccer, basketball, baseball and softball. A youth football league for fifth and sixth grade students was also established. Opportunities for dance and music lessons were available. Many people in the community believed that there was a need for a recreational social center for teens. A grass roots movement was undertaken to establish a center.

School controversies over the previous several years occurred over the high minority population in one neighborhood elementary school. Two kindergarten through fifth grade elementary schools were divided into primary and intermediate elementary schools. School boundary changes, an increase in activity and registration fees, and in-district busing charges created controversies in the community. Changes were met with opposition in the community and were debated through public forums and school board meetings.

The most heavily debated issue concerned the implementation of a Human Growth and Development curriculum. The content covered aspects of human sexuality that a number of people believed should only be taught in the home. Conflict over issues became so heated that it influenced candidacy and elections of the local school board. The election results seated three board members who opposed the curriculum and the wording of the district vision statement. A

number of fundamental Christian families pulled children from school to attend private or home schooling.

School enrollment dropped, losing approximately 400 students over the past eight years, while numbers of students from the poverty level or special needs students increased. The Board of Education, in conjunction with a community committee, had been studying the need for facility changes to diversify the student enrollment and compliment aging schools with enhanced facilities. They also examined needs at the high school for expanded classroom and program space.

The school district made school improvement a priority by establishing committees in each of the 11 public schools, encouraging staff development plans that addressed unique needs for each building and the support of continuing education for teachers.

National Context of the Problem

Violence in schools had become a national focus of concern across the country. Bullying, teasing, taunting, threatening, hitting, stealing, and social isolation through intentional peer exclusion were behaviors that had been studied. Bullying and its attendant behaviors have always existed in school situations. Measures taken to intervene in negative peer relationships varied from school to school. There was no universal answer as to why some students were bullies and others were victims. Numerous studies were done to define the problem and to develop intervention strategies.

Bullying was viewed as behavioral violence, but it had been superceded by national concerns centered on the escalation of violence in schools by gang members and individuals. National concerns mounted in 1996 with the first major school shooting in Moses Lake, Washington. A fourteen-year-old boy entered his algebra class with a hunting rifle under his coat. He opened

fire, killing the teacher and two students and injuring three others. Escalated bullying became a major concern in school districts throughout the country, particularly with copycat shootings.

There were eleven shooting incidents in schools from 1996 to 1998. These shootings were committed by boys age eleven to sixteen years. Eleven incidents resulted in nineteen dead and thirty-two wounded. Only five of the victims were school employees. The rest of the shooting victims were students. There was a growing concern that shootings were a reaction to negative peer relationships and student perceptions of themselves as victims who were wronged. Physical or psychological intimidation occurred repeatedly over time to create an ongoing pattern of harassment and abuse (Begley, 1999). The national news attempted to define the cause of the increasing violence. Educators implemented social skills programs into the curriculum. Psychologists developed programs addressing the bully and victim syndrome.

The issues of student safety and school security were topics for school in-service programs throughout the nation. Policies concerning bullying, weapons, and building intruders were instituted throughout the United States. Banks stated that bullying affected academic and social progress in students (Bai, 1999). The National Center for Education Statistics reported that principals across the nation reported physical conflicts among students as one of the top three serious or moderate discipline problems (as cited in Furlong, 1996). Inappropriate behaviors were documented by means of teacher observations, office discipline referrals, and student surveys in the McDaniel study (as cited in Burke, 1995). Behavioral changes were documented through the use of behavior checklists, discipline referrals by teachers to the principal and parental contact logs.

The national focus with the previous shootings was eclipsed by the tragic events that occurred in Littleton, Colorado on April 20, 1999. Tragedy struck the town of Littleton, Colorado when

two boys entered Columbine High School with four guns, including a TEC-9 semi-automatic rifle, and a dozen homemade pipe bombs. This was the twelfth shooting incident in the string of school shootings. The impact of the catastrophic aggression was felt throughout the world. The boys, Eric Harris, 18, and Dylan Klebold, 17, had planned and prepared for the assault for at least a year according to the journal kept by Eric Harris. They opened fire in the library and cafeteria, killing fifteen people and wounding 28 others before killing themselves.

Harris and Klebold were members of a student clique that called themselves the Trench Coat Mafia, a group of students who cast themselves as outsiders in an attempt to belong. Their self-styled uniform of dark clothing and long black trench coats served to identify them as part of a group giving them acceptance outside the mainstream of the student body. They claimed revenge for previous events in which they had been bullied verbally or physically and targeted people they perceived as jocks or members of other races, believing that those groups were responsible for their humiliations.

The shooting drew international attention, giving notoriety to Harris and Klebold, and garnering an outpouring of sympathy and support for the students, school community and town. A large memorial was spontanously established on a hill near Columbine High School. Large crosses were erected for each of the victims, including the assailants. The inclusion of Klebold and Harris in the memorial created controversy that caused their crosses to be removed (Bai, 1999).

On May 20, 1999, exactly one month from the Littleton shootings, 15 year old Thomas Solomon Jr. Walked into Heritage High School carrying a .357 Magnum revolver and a sawed-off shotgun. Solomon was a marksman and could have easily killed numerous students, but aimed below their waists, wounding 6 schoolmates. He was charged with aggravated assault

following the incident. He was described as an average teenager seeking attention following a break-up with his girlfriend. Unlike the Littleton assailants, Solomon hadn't been ostracized by his peers, hadn't dressed differently than other students, or apparently planned the incident for a long time. His primary motivation was to receive attention, not to seek revenge. His motives, intentions and the outcome of the incident set the incident in Conyers, Georgia, apart from many of the other incidents chiefly because Solomon deliberately avoided killing anyone and was prevented from suicide by his school principal.

The growing concern over school related shootings has escalated dramatically since the Littleton shooting. Experts in education and social sciences were attempting to analyze the data to create the profile of the student likely to respond violently and define the reasons behind the violent actions. Experts quoted in the news media agreed that the child who was victimized by peers felt helpless and unnoticed and strove to be recognized by a great number of people. The inability to interact successfully with peers, to be recognized for their accomplishments and the lack of inclusion lead these students to feel disconnected. Experts also agreed that boys were more likely to respond to bullying by directing their rage outward while girls were more likely to internalize their rage and express it through eating disorders and depression (Begley,1999).

School shootings in the United States have escalated at an alarming pace. Concern had been expressed that each shooting spurs a rash of copycat incidents though the previous assailants have denied this. Many of the boys who have been involved have commonly cited specific books, movies and music with graphic violence depicted including a scene in which a male student entered an algebra class, pulled a rifle from beneath his trench coat and opened fire on the class (Bai, 1999).

Professional profiling has given us a picture of a boy who fails to fit in with his peers despite any effort on his part, who feels helpless in dealing with being victimized or unnoticed and suffers an inability to deal with their own rage against perceived injustices against themselves. The boys lacked a sense of being connected within their school community and felt themselves to be outcasts. The boys fantasized being heroes in enacting revenge against their tormentors and reinforce this notion through movies, books and music with a violent content.

Following the Columbine tragedy the nation struggled with why any of these boys felt driven to express themselves in such a destructive manner (Bai,1999). President Clinton appeared on national television with a group of high school students in Washington, D.C. to discuss the tragedy and ways to prevent future events of this nature. Clinton raised several points with the students including the need to report rumors of impending violent behavior on the part of other students to a trusted adult. He stressed that this was not to be seen as snitching, but as a necessary step in the prevention of further incidents of this nature. The president also stressed that all students should attempt to prevent situations of this nature by actively working to create a climate of acceptance of the differences in one another, to take a stand against bullying, and to include outcasts in the active life of the school.

While the discussion of the root causes of school shootings will continue to be examined, speculation about the profile of a teen shooter will continue to be revised. The greatest need is for each school to be aware of the potential for problems within their facility, to focus on exclusive behaviors and early intervention to assist students to develop compassion for others. Great care must be taken to insure that all students feel secure and accepted in educational and social environment to decrease the growing trend of school violence (Begley,1999).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Students' lack of responsibility for behavior problems interfered with academic growth in the targeted school. Data were collected from student and parent surveys, discipline referrals, test scores and observations. Teachers perceived discipline concerns adversely affected classroom achievement. Problems included verbal and physical aggression, rudeness, off-task behavior and blatant defiance.

A parent permission letter was distributed to the students during homeroom. The students were asked to have the forms signed and returned to the targeted school if they were able to participate in completing the bully survey (Appendix A).

A parent survey (Appendix B) was administered the first semester of the 1997-98 school year. Parents expressed concern about program inequities for students of varied levels of abilities in a regular classroom.

In the teacher survey (Appendix C) the comments showed a repeated concern about discipline at the targeted school. The primary teacher concern was consistent discipline in regard to student consequences.

In the students' bully survey (Appendix D), the students were asked to estimate the perceptions of bullying at the targeted school. The survey indicated the majority of the student body felt bullied by other students at one time or another during school experience shown in

Figure 1, although 61% of the students estimated that they had not been bullied in the prior month.

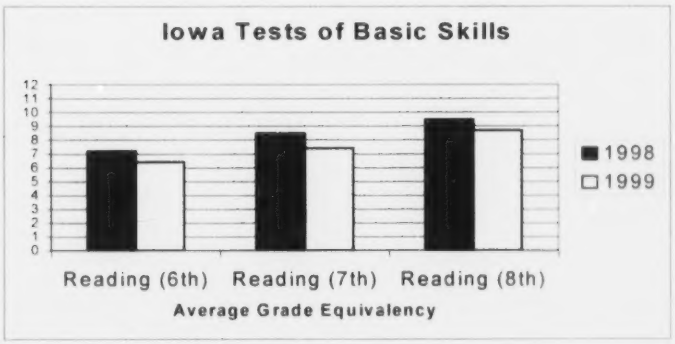

Figure 1. Number of Times Students Were Bullied.

Students were asked to estimate how often they had been physically attacked in the previous month. Physical attacks were defined as any form of inappropriate physical contact between two individuals. Only 26% of all students reported being physically attacked one to two times within the prior month.

Another question required student reflection regarding teasing and how often it happened to them over the past 30 days. Thirty-six percent of the total surveyed reported being teased one to two times, yet 32% of the students believed that the teasing was done in fun and was not designed to injure anyone. In contrast, 24% of the students surveyed felt that students who were bullied brought the action on themselves.

Forty-two percent of the student population believed that bullying was beneficial to victims by making them tougher as shown in Figure 2.

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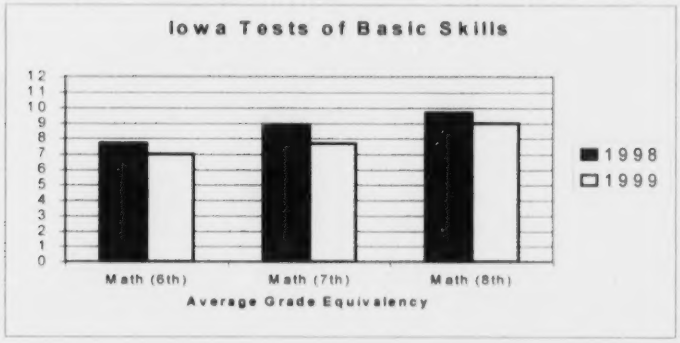

.Figure 2. Percentage of Victims Perceived to be Tougher.

The annual discipline report assembled at the targeted school was compiled with the student population of 658. A total of 267 out of 658 students received at least one office referral that required disciplinary action, which amounted to 41% of the total school population requiring disciplinary action. There were 1,471 referrals averaging approximately eight per day. There were 149 in school suspensions and 59 out of school suspensions during the year. The annual disciplinary report summarized inappropriate behaviors that resulted in disciplinary action shown in Table 1.

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Table 1

Significant Behaviors 1997-1998

Behaviors	Frequency of Incidents
Bus Behavior	100
Non-dress Gym	64
Weapons	2
Illegal Substance	10
Fighting	34
Attendance	293
Detentions	53
Classroom Behavior	459
Inappropriate Behavior	231
Inappropriate Language	77
Disrespect to Staff	58
Theft	10
Missed Detention	58

Problem Causes

The staff at the targeted school participated in a training program focusing on a Bully Prevention curriculum before the 1998-99 school year began. The staff voted to implement a policy of zero tolerance for the upcoming school year. The policy was defined as any word, look, or action, which harms a person's dignity, physical body, or possessions. The staff created

a form called For Your Information, (FYI) or Discipline Referral to document behaviors meriting a warning or discipline action, which violated the policy (Appendix E). The data collected identified the student population that required intervention. The common factors selected most often by middle school students as reasons for being bullied are shown in Table 2 (Hoover, John H. & Oliver, Ronald (1996), The Bullying Prevention Handbook. National Education Service: Bloomington).

Table 2

Highest Ranked Reasons for Being Bullied

A. Eighth through twelfth grade

Rank	Males	Females
1	didn't fit in	didn't fit in
2	physical weakness	facial appearance
3	short tempered	cried/emotional
4	who friends were	overweight
5	clothing	good grades

B. Fourth through eighth grade

Rank	Males	Females
1	didn't fit in	didn't fit in
2	who friends were	who friends were
3	physical weakness	clothes worn
4	short tempered	facial appearance
5	clothing	overweight

The researchers compiled documentation from the Iowa Test of Basic Skills for baseline data (Appendix F). The results indicated an average score computed for each grade level in the areas of reading, language and mathematics, as shown in Figure 3.

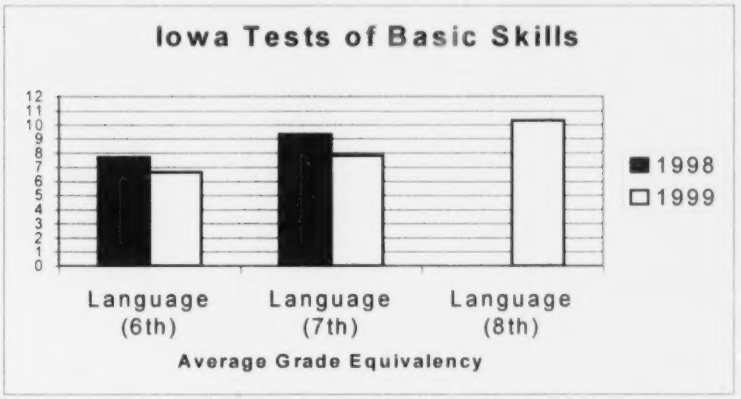

Figure 3. Language Arts Results of Iowa Tests of Basic Skills.

In summary, the results indicated students needed to be taught the interpersonal skills necessary to interact appropriately with peers as well as adults. Student behaviors appeared to have interfered with academic achievement, peer relationships and adult interaction. The school accepted responsibility for providing instruction in the area of interpersonal skills. Developing essential social skills increased the academic achievement and enhanced relationships between students. The researchers reviewed articles concerning interpersonal relationships and academic achievement. The literature review described safety interventions for possible implementation in the targeted school.

CHAPTER 3

IMPROVING INTERPERSONAL RELATIONSHIPS

Literature Review

Hoover & Oliver (1996) indicated they were not pleased with many behaviors seen and heard in the nation and world. They detested the frequency and nature of violence, especially among members of families toward one another, and among young people. Hoover & Oliver despised the growing trend of racial and ethnic hatred, prejudice and discrimination and what it means for all people. They were also concerned about the growth in the number and size of gangs, the number of students and teachers who fear for safety and the number of adolescents dropping out of school. Test results revealed many students were not achieving the academic competencies in many areas of school curriculums.

Poor decisions, attitudes and negative behaviors in society are symptoms, not causes, of dysfunctional conditions that are not being addressed sufficiently at any level of society, including schools (Hoover & Oliver, 1996). Many educators believed the focus must change when concerns of student safety attain a higher priority than academic excellence. A concern of school violence versus high academic standards is evidenced by students burdened with fears of guns and drugs, teachers overwhelmed with discipline concerns or parents not enrolling children in public school (Weekly Compilation of Presidential Documents 1998). When bullies are

expelled from school, some youth court judges will order troublemakers back to school (Byfield, 1996).

Bullying is a learned behavior (Burke, 1995). Beck (1998) stated that bullying is about the need for power by children feeling angry, scared or insecure. Control by intimidation, threats or domination is notable in the middle school years. Bullying is not a normal benchmark or human development, but rather the result of seeking status in abusive ways. Adults who assume it is normal for bullying to exist enables the bullying to persist. Bullies develop a distorted view of relationships, isolating them from others. Bullies have little empathy and maybe incapable of imagining how the victim feels. They are quick to assume that others intend to hurt them (Begley, 1999). Bullies believe that they must strike first. Taunts and threats are used by many male bullies and are often followed by physical assaults. The pattern of behavior will carry on unless they receive educational training and intervention.

Beck (1998) indicated bullies tend to dominate boys who are viewed as subordinate, especially if victims are perceived as effeminate. Boys who display an interest in orchestra, poetry, drama or suffer from delayed puberty, are likely to be viewed as less than masculine. Homophobia is dominant among bullies and a frequent reason for targeting victims. Many adolescent males will not intervene in a bullying situation for fear that they would also be stereotyped and victimized.

Female bullies, however, practice exclusion and ostracism. Techniques tend to be rumor spreading, back stabbing, gossiping and excluding others from relationships. Girls resort to other methods of bullying because they are often prevented from physical attacks by peers (Beck, 1995). Indirect bullying in which children are never touched but are intentionally ignored or excluded can be as devastating as a physical assault. Abuse may be physical, emotional, or

sexual in nature (Industry Group 91, 1998). There are also students who do not initiate teasing but will join in due to peer pressure. Forty-five percent of children studied by Hoover (Lister, 1995) stated that they would lose social status by being friends with a bullied child. Students are looking for an identity outside the home and strive to be accepted by peers. Peers, clothing, television and music influence the search for popularity and conformity. A lack of appropriate decision making skills encourages conformity to negative peer pressure (Buchan, 1997).

Schools can begin interventions regarding the bully and victim cycle by establishing a zero tolerance policy toward inappropriate behaviors to eliminate any type of student harassment (Litke, 1996). Adults frequently ignore bullying and victims, believing the behaviors to be a normal part of growing up. Awareness of bullying incidents, without confronting the behaviors, enables students to believe an implied agreement gives implicit permission to continue inappropriate behaviors if no disapproval is expressed. A zero tolerance policy may serve to establish a standard of behavior for students to observe and adults to consistently enforce and encourage. In 1993, nearly half of the teens surveyed (Wallis, 1995) stated that the best thing schools could do to make them feel safer and more prepared to learn would be to get rid of the bad children permanently (Wallis, 1995). More than fifty percent of the teachers surveyed indicated they felt poorly prepared to deal with school violence, and were forced to deal with it independently from the administration (Furlong, 1994).

Leading experts concur about fifteen percent of the population's children are victims of bullying and that episodes are on the rise (Lister, 1995). Bullies tend to score very high on self-esteem measures, and compared to other children suffer from less anxiety and insecurity (Grant and Richardson, 1997). Eighty-eight percent of students in a junior high and high school survey indicated they have observed bullying. Seventy-six percent reported having been a victim

(Industry Group 91, 1998). Bullying occured at about the same rate no matter how large or small the class or school is (Grant and Richardson, 1997). One in twelve students had stayed home from school out of fear of being hurt. One in five students feared being attacked at school, while one in eight students feared being attacked going to or from school. One of eleven students had described being a victim of crime at school. (Buchan, 1997). It's assumed that bullying usually occured before and after school. Studies indicated it actually happens far more often in the school environment. (Lister, 1995). Documentation in 1996 indicated there were greater than 10,000 physical attacks or fights with weapons in school. Other reports specified that 7,000 robberies; 4,000 rapes and sexual assaults occurred in schools (Weekly Compilation of Presidential Documents, 1998). Weapons have become the alternative to verbal arguments and physical conflicts (Lister, 1995). Students with behavior difficulties have increased chances of dropping out of school, using drugs or alcohol or engaging in delinquent behavior. (Buchan, 1997) Peer acceptance is essential for healthy, social development. Rejection from peers may lead to dropping out of school, teen pregnancy, drugs and other mental health problems (Rutherford, 1998). Moderate discipline problems were reported by forty-one percent of the public schools. Sixteen percent of the pubic schools studied mentioned serious discipline problems (Industry Group 91, 1998).

Teachers feared a negative reputation for uncontrolled classes. Principals hesitated to admit crimes and bullying existed in schools because the evidence reflected badly on school management (Lister, 1995). Teachers seriously underestimated the number of incidents because they can't recognize bullying because some incidents occur out of view, in hallways, restrooms, playgrounds, and on school buses (Lister, 1995). In a national survey, eleven percent of the teachers polled expressed fear of student revenge. Teachers believed this idea limited the ability

to maintain discipline. Teachers were challenged with discipline problems that were sources of stress, fear, and frustration. Twenty-nine percent of teachers surveyed stated they had seriously considered leaving teaching because of student behavior problems. More than thirty-three percent of teachers believed misbehavior interfered with teaching (Burke, 1995).

Schools need to take an assertive stance to effectively stop the bullying/victim syndrome, to educate students and staff to become aware of the affects of bullying. Schools should also educate students in ways to effectively cope with these encounters. "You're really teaching these children not only courage and self-security, but to be bold" (Lyden, 1998, p. 2).

Before the beginning of the school year the faculty needs to review and identify possibly dangerous locations within the facility. Hiding places such as unsupervised restrooms, locker rooms, alcoves, cubby holes and niches need to be monitored (Burke, 1995).

A safe environment is essential for students to engage in active learning (Lister, 1995). It has been documented that if schools do not adopt a school safety policy with consistent consequences, bullying will escalate in frequency and intensity (Short-Camilli, 1997). A passive response to school safety condones the bullying behavior (Short-Camilli, 1997). Parents need to tell children that if staff is not informed of a problem no intervention can be implemented (Saunders, 1995). If students are kept on task possible opportunities for inappropriate peer interaction are eliminated (Kounin, 1970).

"They'll try 'conflict resolution' and 'assertiveness training, but they won't teach principles. When they teach drivers training, they don't ask how the student 'feels about the speed limit, or whether he relates to the right-hand side of the road. But, when it comes to the most basic moral principles, they're more concerned to improve his self-esteem. Not surprisingly, recent studies are demonstrating a relationship between high self-esteem and old-fashioned defiance,

selfishness and violence" (Woodard, 1996, p.44). Schools without preventative approaches frequently adopt more traditional punitive approaches.

Program resource and training need to be offered to school personnel. School psychologists have a broad range of skills to assist schools but many psychologists reported they are hesitant to adopt leadership roles. Psychologists believed a lack of training poorly prepared them to respond to such violence (Short-Camilli, 1997).

If the faculty and staff established a zero tolerance policy within a school the implementation of the policy would be more readily established and consistently maintained by individual classroom teachers. Teachers can explain classroom rules and expectations and establish a reinforcement program for appropriate behaviors and a clear explanation of consequences. Rock asserted educators should avoid the use of punitive, confrontational, or deprecatory approaches because these have elicited violent reactions from students (as cited in Burke,1995). Epanchin's study (as cited in Burke, 1995), found a consistent management routine established at the beginning of the year and be maintained throughout the end of the year.

Teachers need training and a plan of action to address violent or inappropriate behaviors. There are numerous interventions which can be adopted by a school to foster a positive environment for all concerned. For policies to be effective, schools need to incorporate interventions that will address the needs of all students including those who require more individual plans. Studies have shown that young aggressors are more likely be involved with criminal behavior later in life than non-bullies. (Saunders, 1995). Interventions for bully behaviors need to be enacted before the pattern of behavior escalates, becoming more difficult to change. Interventions must be positive, comprehensive and consistent. (Tobin, 1996). For interventions to succeed, commitment is essential for the entire staff and not just individual

teachers. Through team approach, firm action must be taken to address the behaviors of the bully as well as the victim. An analysis of social behaviors must be done in order to change the interactions. To develop an understanding of the bullying situation, victims, family factors and social behaviors need to be considered (Besag, 1989). Strong administrative support and leadership are essential to the success of school interventions. Staff must be committed to the interventions and be willing to implement them with integrity, time, behavioral expertise and use required resources through team-based structures.

Experts recommend the following strategies in order for the implementation of interventions to be successful: 1. Hold classes once a week on a discipline problem for at least twenty minutes. 2. Develop a plan for the victim to report bullying which would include a confidential contact person. 3. Teach assertive skills to students for resisting bullies. 4. Establish programs to discourage bullying behaviors. 5. Declare the school a bullying free zone with zero tolerance. 6. Adopt school-wide themes for respect and caring. 7. Inform the community about bullying and its emotional cost to victims. 8. Provide effective anti-drug and violence prevention programs. 9. Provide structure for after-school programming. 10. Include parent notification and involvement in the strategies.

The attitude that bullying is normal must change in school personnel, students and parents if school violence is to be prevented. Bullying will not be allowed to continue if communities desire to prevent the escalation of bullying in schools. Prevention programs must be understood and supported by the entire community in order to be effective for the greatest numbers of students.

Project Objectives

As a result of data collected the targeted students will reduce the number of incidents of violence in chronic offenders, improve school climate and enhance academics as measured by FYI referrals.

In order to accomplish this, the following processes are necessary:

1. Zero Tolerance School wide policy
2. Create FYI Discipline Referral
3. Direct instruction of social skills

Action Plan

The following action plan was designed to implement a Zero Tolerance policy, create a FYI Discipline referral policy and a direct instruction of social skills. The implementation of the action plan was for 18 weeks. The following is the action plan:

Week 1

I. Create social skills video wit power pint presentation for use in school.

II. Create a "For Your Information" (FYI) form to be used to document data to assist in determining student involvement in the intervention.

III. Brainstorm "Zero Tolerance" Policy

IV. Generated list of things to do:

- A. Obtain listings of homerooms from the counselor's office.
- B. Create memo for homeroom teachers.
- C. Determine what tangible reward will be used to thank homeroom teachers for their cooperation.

D. Investigate FYI categories and documentation process with assistant principal.

E. Write rough draft of letter to be sent to homeroom teachers and to parents/guardians of students.

F. Type the letter to homeroom teachers and parent/guardians.

G. Copy and distribute materials to homerooms.

V. Write weekly entry and reflections into implementation journal.

Week 2

I. Discuss "Zero Tolerance" policy with the principal and assistant principal.

II. Include memo in daily announcement to remind teachers to distribute parent/guardian permission slips in homeroom.

III. Present policy to Safe Schools cadre.

IV. Include description letter to homeroom teachers to explain the need for permission slips and their role in the process.

V. Discuss data retrieval concerning FYI forms from the computer with the assistant principal.

VI. Write weekly entry and reflection into implementation journal.

Week 3

I. Hand out survey permission letter.

II. Collect permission slips from homeroom teachers.

III. Reinforce staff involvement and support with a tangible reward.

IV. Talk with counselors to order student workbooks "Working Toward Peace".

V. Contact Area Education Agency (AEA) for behavioral safety school information.

VI. Write weekly entry and reflection into implementation journal.

Week 4

I. Review "Bully" video as part of intervention plan.

II. Meet with the "School Safety Committee" and present the "Zero Tolerance" policy and action plan from cadre.

III. Obtain approval for the "Zero Tolerance" policy to become school policy.

IV. Present action plan to the School Safety cadre for approval to begin interventions.

V. Send recommendation and action plan to school steering committee.

VI. Type curriculum plan for use in the support group.

VII. Edit social skill video.

VIII. Continue to collect parent permission slips.

IX. Organize permission slips according to homerooms and record on homeroom checklist.

X. Write weekly entry and reflection into implementation journal.

Week 5

I. Collect FYI documentation

II. Write weekly entry and reflection into implementation journal.

Week 6-17

I. Collect FYI documentation.

II. Teach curriculum for support group

III. Write weekly entry and reflection into implementation journal.

Week 18

I. Collect and tally ITBS scores to measure improvement from last years scores.

II. Handout "Bully" surveys to measure improvement from first survey.

IV. Tally data from survey.

V. Write weekly entry and reflection into implementation journal.

Methods of Assessment

In order to assess the effects of the intervention, student surveys will be administered to the targeted population at the beginning and end of the action plan. Anecdotal records of documented discipline referrals will be tallied and there will be a comparison between the last and previous years ITBS scores.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of the project was to improve student interpersonal relationships and academic achievement through school safety interventions. The intervention procedure was designed with two purposes. One intervention was dealing with prevention of violence and the other related to the consequences of violence. First, a zero tolerance policy was established school wide. Second, a hierarchy of offenses and established consequences were also adopted school wide. Third, an investigation into available resources was made to determine the most appropriate policy for a school safety program. Fourth, a curriculum was adopted to be used in a support group for students with five or more discipline referrals. Fifth, a video was created for direct instruction of social skills for incoming sixth grade students. Sixth, a large set of social skills posters were developed and posted in the cafeteria so students would see it.

All members of the team participated in a day-long inservice on a zero tolerance policy. This information was discussed with the entire staff and the administration. The targeted school decided to adopt the Zero Tolerance policy to meet the needs of the school's population. A definition of zero tolerance stated the targeted school is a safe and respectful school that has zero tolerance for any word, sign, or act that hurts a person's body, possessions, dignity, or security.

The team, along with other members of a selected cadre, created a discipline form that consisted of two parts: For Your Information (FYI) and Discipline Referrals. An action plan incorporated sequential steps in getting the zero tolerance policy established. The staff unanimously approved the policy. The team generated levels of consequences based upon the number of FYIs received on a student over a four-week period of time. (Appendix G) The team gathered data on the number of infractions and the enforced consequences from the counselors and the assistant principal. The assistant principal tracked all data on the school computer system regarding the FYIs and discipline referrals. After the final approval by administration, the team adopted an appropriate intervention curriculum to be used in a support group to address bullying behaviors. The behaviors targeted by the FYI include: swearing, inappropriate touching of others, and any behaviors that generated concerns. Discipline referrals were reserved for more serious infractions. There were six levels of consequences that were designated for consecutive offenses of the same type. (Appendix H)

The team, on a rotating basis, led the support group with students who earned the designated number of five FYIs. Workbooks, Working Toward Peace, were obtained from counselors and were used with students in the support group sessions (Appendix I). The curriculum had national acceptance and was deemed most appropriate by the involved staff, alleviating the need for the team to develop one. The adoption and implementation of the policy were communicated to the parents through monthly school newsletters. Parents were sent letters regarding the program, asking for permission for their child to participate in the bully survey (Appendix A). Permission slips were collected from the homeroom teachers. The step was unnecessary because the survey had been administered by the school district the previous spring and re-administered a year later as a part of the research documentation. The survey was administered in the spring of 1998 and

again in the spring of 1999. The data were tallied and used to compare the effectiveness of the implemented interventions. Iowa Test of Basic Skills scores were gathered and compared from 1997-98 to 1998-99. The data were used to compare if there were a correlation between a safer school environment and higher academic achievement.

Members of the team were responsible for creating a social skills video with a power point presentation for the use in the targeted school. All students in the targeted building were shown the video to improve student interpersonal relationships. The teachers were also given social skills posters, which were placed in their classrooms. A second set of highly visible social skills posters were developed for use in the cafeteria. The poster set reinforced a common vocabulary when discussing individual social skills with students. An instructional program was instituted to educate sixth grade students at the beginning of each school year. The information introduced them to the school wide social skills curriculum. The Zero Tolerance Policy was generated to develop consistency in social skills within the entire student population.

Presentation and Analysis of Results

Three types of data were collected to assess the effectiveness of the Zero Tolerance Policy. First, the students were surveyed at the end of the spring semester of 1998. The Bully Survey was administered a second time following the completion of action plan in the spring of 1999. Second, the Iowa Test of Basic Skills was administered in February of 1999. Third, discipline reports were collected for the end of the1997-98 school year.

The response to question three of the student Bully Survey had great significance to the research. The question asked students "How often have you been bullied at school over the past month?" The response choices included the following: has not happened this past month, has

happened one or two times this past month, has happened three or four time this past month or has happened more often than four times this past month.

After analyzing the results, the team determined questions three, four and six of Part B, "Bullying at School" and one through four in Part E were significant. Eleven percent of the students responded to question three that they had been bullied three to four or more times over the past month in the 1998-1999 survey compared to 31% in the original survey. This represented a 20% drop in the students' perception of being bullied. In response to question four in the second survey, 10% answered that they had been physically attacked one to two times at school in the previous month, in contrast to the 26% who claimed they had been physically attacked in the first survey. This represents a drop of 16% of the students perceiving a physical attack against them. In answer to question six, "How often have you been teased over the past month at school?", 15% of the students replied that they had been teased three or four or more times. Comparatively, 36% stated that they had been teased three or four or more times in the prior month.

Tracking of significant discipline behaviors showed a decrease of reported incidents in eight of thirteen categories. The documentation was reported through the FYI/Discipline Referral form from 1997 to 1999. The results were compiled by the Action Research Team with the assistance of the assistant principal, counselors and the Committee for School Safety. Table 3 shows the correlation before and after the changes in discipline policy.

Table 3

Significant Behaviors 1997-1999

Behaviors	1998-1999	1997-1998	% Difference
Bus Behavior	100	56	< 44%
Non-dress Gym	64	8	< 56%
Weapons	2	2	0%
Illegal Substance	10	14	> 4%
Fighting	34	7	< 27%
Attendance	293	167	< 126%
Detention/AEC	53	57	> 4%
Classroom Behavior	459	444	< 15%
Inappropriate Behavior	231	221	< 10%
Inappropriate Language	77	66	< 11%
Disrespect to Staff	58	86	> 28%
Theft	10	4	< 6%
Missed Detentions	58	69	> 11%

The Committee for School Safety decided that minor classroom behaviors should be dealt with through teacher documentation and consequences. Students coming to class unprepared, without proper supplies or homework, or using an immoderate number of passes out of the room, would be handled by the classroom teacher. Documentation of chronic behaviors would be written up as an FYI after teacher-assigned consequences were ineffective for each individual. Tracking of chronic behaviors allowed staff to determine if intervention, through the counseling staff, was more appropriate for a students needs.

The research team developed a hierarchy of offenses. The hierarchy of offenses created a consistent level of consequences that targeted a violation rather than the offender. The approach was perceived as fair and allowed students to understand precisely the nature and extent of consequences for inappropriate behaviors. The information served to provide a greater individual security for students, parents, faculty and staff at the targeted school. The results reflected more respectful attitudes and behaviors by students. Teachers appreciated a clearly delineated plan of action in dealing with inappropriate behaviors. The plan provided helpful tools to teachers which resulted in increased confidence and security for the faculty.

A comparison of ITBS scores from 1998 to 1999 was the instrument for showing possible academic growth due to the implementation of school wide anti-violence policies. The comparison was inconsistent due to the inclusion of special education scores in 1999. The result did not reflect a true image of comparative results due to the change in the control group. The results indicated an average score computed for each grade level in the areas of reading, language and mathematics, as shown in Figures 4-6.

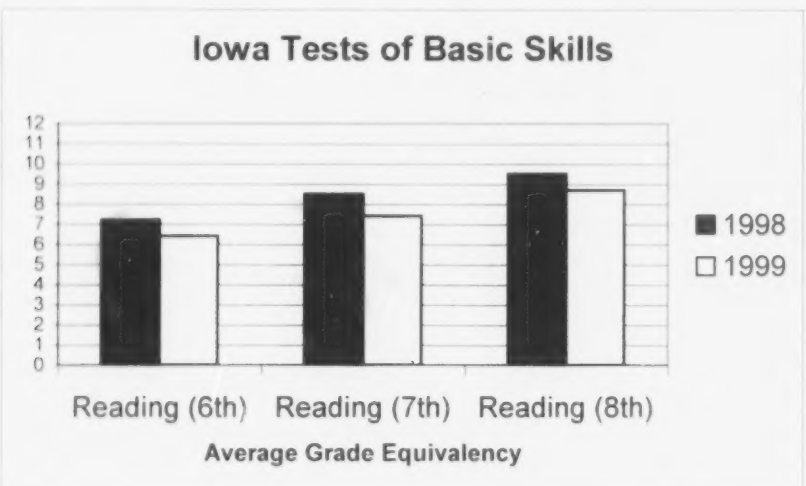

Figure 4. Iowa Test of Basic Skills Average Grade Equivalency in Reading.

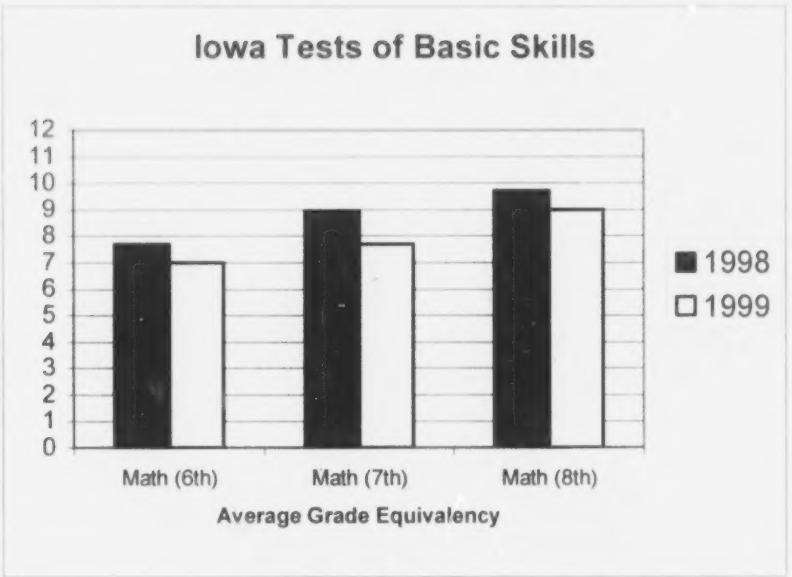

Figure 5. Iowa Tests of Basic Skills, Average Grade Equivalency in Math.

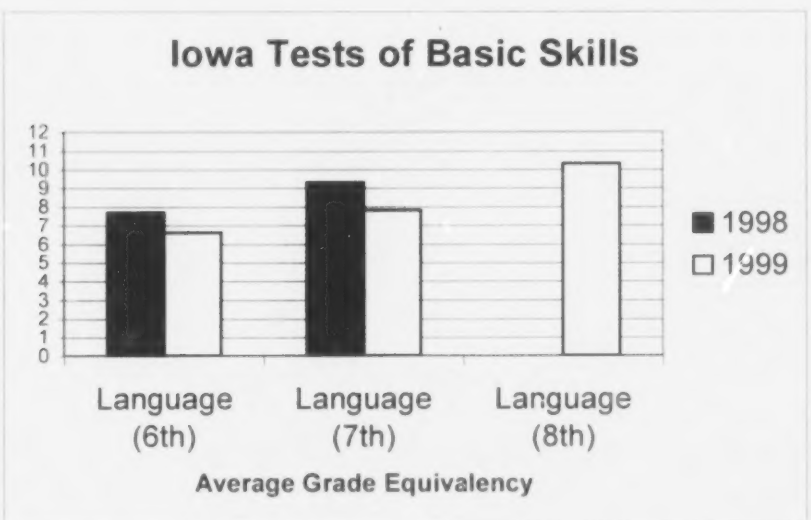

Figure 6. Iowa Test of Basic Skills, Average Grade Equivalency in Language

Conclusion and Recommendations

The program of anti-violence with the change in discipline policies and the methods of reporting and tracking behaviors improved the school climate. The change was notable through anecdotal references from teachers, students and parents. While the problems of bullying and harassment had not been entirely eliminated, the incidents were greatly reduced in number as seen in Table 3. The plan of action allowed consistent expectations for everyone in the targeted school environment. The plan enhanced students' personal security and academic performance within the classrooms. The success of the program was further validated by the unanimous adoption of the policies by the faculty and administration. The success of the program was reinforced with the incorporation of on-going programs to educate the entire student body in social interaction skills. The program was viewed as a successful endeavor for the benefit of the targeted school, including the faculty, staff and student population.

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APPENDICES

Dear Parents or Guardians,

Five teachers from West Middle School and one teacher from Franklin School are currently enrolled in a Field Based Master's Program at Saint Xavier University in Chicago. Mrs. Echelbarger, Mr. Holler, Mrs. Kelty, Mr. Rivera, Ms. Trojanowski and Mrs. Schliesman are doing an action research project titled "Improving Student Interpersonal Relationships and Academic Achievement Through School Safety Interventions". The research project is designed to determine how student peer relationships influence academic achievement and to develop interventions that would improve academic performances. We wish to find out if different forms of inappropriate behavior affect student academic performance and what can be done to increase student security and classroom performance. We will design an intervention program in response to our research.

Documentation will be drawn from current school records, test scores from standardized testing, and a survey. Our research information will respect student confidentiality. This will not be a departure from current school curriculum, but promises to benefit students with new curriculum strategies. Participation in this study is voluntary. Students who choose not to participate will not be penalized.

We appreciate your support in this study. Thank you for your assistance.

Sincerely,

Mrs. Echelbarger
Mr. Holler
Mrs. Kelty
Mr. Rivera
Mrs. Schliesman
Ms. Trojanowski

Please return this portion to your homeroom teacher by Fri., Jan. 15, 1999.

_____ _____ _____
Student Name Grade Homeroom

This child has permission to participate in the study "Improving Student Interpersonal Relationships and Academic Achievement Through School Safety Interventions".

_____ _____
Parent/Guardian Signature Date

Appendix B

Parent Opinion Survey Results May 1996 Combined 6, 7, 8

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Students show respect for each other.	0 0% 44%	26 44%	13 22%	15 25% 34%	5 9%
2.	The students and teachers have a good working relationship with each other.	5 8% 67%	35 59%	11 18%	6 10% 15%	3 5%
3.	Reports concerning our students' progress are adequate.	13 22% 72%	30 50%	9 15%	5 8% 13%	3 5%
4.	Our school is doing a good job in teaching students the language arts (reading, grammar, etc.)	11 18% 72%	32 54%	8 13%	8 13% 15%	1 2%
5.	Our school is doing a good job in teaching students mathematics.	11 18% 70%	31 52%	7 12%	10 16% 18%	1 2%
6.	Our school is doing a good job in teaching students the sciences.	8 13% 65%	31 52%	7 12%	13 21% 23%	1 2%
7.	Our school is doing a good job in teaching social studies (history, geography, government, etc.)	8 14% 74%	36 60%	8 13%	6 10% 13%	2 3%
8.	Our school teaches good citizenship.	5 8% 56%	29 48%	20 32%	3 5% 10%	3 5%
9.	The curriculum adequately prepares students planning to continue their education to more advanced levels.	9 16% 70%	31 54%	14 24%	2 3% 6%	2 3%

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10. Discipline is a serious problem in our school.	6 10%	7 12% 22%	22 35%	21 35%	5 8% 43%
11. Students' use of alcohol and/or drugs in our school is a serious problem.	8 13%	13 22% 35%	18 30%	17 28%	4 7% 35%
12. Vandalism is a serious problem in our school.	5 8%	11 18% 26%	19 32%	19 32%	6 10% 42%
13. Our students are motivated to do their best work.	6 10%	24 40% 50%	15 25%	12 20%	3 5% 25%
14. The variety of subjects taught are adequate.	11 18%	38 63% 81%	4 7%	4 7%	3 5% 12%
15. More extra-curricular activities are needed (clubs, drama, etc.)	8 14%	22 38% 52%	7 12%	18 31%	3 5% 36%
16. The emphasis on the athletic program is about right.	4 7%	30 50% 57%	10 17%	10 17%	6 9% 26%
17. The counselors provide adequate help for student needs.	4 7%	20 33% 40%	24 40%	7 12%	5 8% 20%
18. The basic to-and-from school transportation services meet the needsof students.	6 10%	36 60% 70%	10 17%	5 8%	3 5% 13%
19. The lunch program is appropriate for our students' needs.	5 8%	29 48% 56%	10 17%	11 18%	5 8% 25%

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
20. Our school is well maintained (cleaned, repaired, supplies, etc.)	8 13% 82%	41 69%	5 8%	3 5% 10%	3 5%
21. It is easy to get an appointment to see a teacher and/or principal.	15 25% 83%	35 58%	9 15%	1 2% 2%	0 0%
22. Teachers are concerned about my son/daughter as an individual.	13 22% 70%	29 48%	11 18%	3 5% 12%	4 7%
23. School rules and regulations affecting students are reasonable.	7 12% 84%	43 72%	6 10%	4 6% 6%	0 0%
24. The school's program is adequate for the gifted students.	7 12% 40%	17 28%	17 28%	14 24% 32%	5 8%
25. The school's program is adequate for the learning disabled students.	8 13% 50%	22 37%	25 42%	3 5% 8%	2 3%
26. Children with learning, mental or behavioral disabilities, severe and profound, should be included in the regular classroom.	6 10% 28%	11 18%	18 30%	9 15% 42%	16 27%
27. West Parent Association is beneficial to our school.	22 37% 80%	26 43%	10 17%	1 2% 4%	1 2%

APPENDIX C
Results from Teacher Survey

TEACHER SURVEY NOVEMBER 1996

Question	Faculty	6th	7th	8th	More
1)Pleased w/ academ opport	2.3	3.25	2.25	1.83	2.16
2)Pleased w/ social opport	3.22	4.25	2.86	3	3.06
3)Pleased w/ enrich opport	2.54	3.5	3.25	2.2	2.16
4)School meets emotional needs/student:	2.8	3.22	3.13	2.6	2.63
5)School meets physical needs/students	2.35	2.88	2	2	2.36
6)Good discipline in classes	2.17	2.11	2.5	1.8	2.16
7)Good discipline on school grounds	2.27	2.22	2.57	2.6	2.16
8)Safe environment for students	2.28	2.77	2.5	2.33	2.06
9)Good parent envolvement in school	2.56	3	2.63	2.6	2.41
10)I enjoy working at this school	1.73	1.77	2.13	2.16	1.53
11)I feel a part of school community	2.13	2.22	2.63	1.83	2.03
12)Adults listen to each other	2.73	3.22	2.63	2.33	2.7
13)Teachers work well together	2.63	3.55	2.5	2.2	2.46
14)Student conduct is appropriate	2.47	2.55	2.75	2.33	2.4
15)Our mid sch atmosphere is positive	2.33	2.88	2	2.4	2.36
16)Team organ is helpful to teachers	2.58	2.11	3.13	2.2	2.65
17)Team organ is helpful to students	2.31	1.55	2.86	1.8	2.48
18)I have enough planning time	3.52	2.75	2.75	4.33	3.79
19) # of instruct per assigned is approp	2.72	1.77	2	3.5	3.07
20)Master sch meets needs of students	2.97	3.63	2.63	3.2	2.85
21)I have input in dev of master schedule	3.6	3.55	3.38	3.16	3.65
22)Opport/students basic academis skill:	1.96	2.11	2.13	1.33	2
23)Advisor/advisee would benefit stud	2.04	1.25	2.13	2.2	2.21
24)Adv/advee prog benefit stud/teac re	1.93	1.25	2.13	2.6	1.96
25)I feel good/quality classroom teachin:	1.64	1.75	1.88	1.33	1.58
26)I would teach another subject	2.68	2	3.75	3.6	2.44
27)I feel good about subj I'm teaching	1.75	2.11	2.13	1.16	1.65
28)Interdisciplinary units benefit studen	2.21	1.44	2.57	2.6	2.3
29)Input reguarding critical issues	3.09	3.22	2.63	3.6	3.2
30)Students feel good about themselves	2.56	3	2.5	2.4	2.48
31)Adults feel good about themselves	2.62	3.44	2.5	2.6	2.55
32)I support M.S. philos / programs	1.86	1.33	2.77	1.8	1.74
33)I would work / Junior High phil/prog	3.31	4.44	2.42	2.6	3.29
34)I enjoy working more than prev yrs	2.8	3	2.28	3	2.85
35)I support implem M.S. phil/prog/sch	1.61	1.11	2.57	2.6	1.34

Comments

Some surveys were not complete. Items not filled in were not figured in average.

Question

3	Word music was circled
5	P.E. everyday
16	Not involved - not enough
17	Need more - If you get it - where there are teams
18	Inequity
20	6th grade only
21	Word input circled
28	limited # - if properly planned
33	Just 7-8 no 6 - Finally some intelligent questions

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APPENDIX D
Student Bully Survey

Bullying Survey: Form B

Instructions: Please help make your school a better place to live, grow, and learn by answering some questions about the way people act toward one another in the school. Your answers will help your teachers, principals, and counselors learn more about the way this school "feels" to you and your friends. There are no right or wrong answers to any of the questions. We want to know what you really think about the way things are at your school.

Your answers will be kept strictly confidential. This means that no one will know your name, the name of any of your classmates, or of your teachers. Again, the idea of the survey is to learn how you see your school so that adults in the building, together with you, can design a more student-friendly school!

Bullying definition: We want to know what ***you*** think about bullying, but you can start by thinking of bullying as one or a group of students picking on another student or treating them in a way that they do not like.

A. About You

Sex (circle one): FEMALE MALE Age (years) _____ Grade _____

B. Bullying at School

Please answer the questions as directed.

1. Have you ever been bullied by other students (during any school year)? Circle your answer below (circle only one).

   YES NO

2. During which school year were you most troubled by bullying? Write a grade in the blank space.

   Worst grade for bullying: _____ (It does not have to be at this school.)

Please use the following scale when you answer the next group of questions about bullying (Numbers 3–10).

0 = has not happened this past month
1–2 = has happened 1 or 2 times this past month
3–4 = has happened 3 or 4 times this past month
more = has happened more often than 4 times this past month

Remember, circle 1, 2, 3, or 4, depending on how often these things have happened over the past month. All of the items and questions refer to what happens to you at school or on the way to and from school.

3. How often have you been bullied at school over the past month?

   How often this month? (circle only one): 0 1–2 3–4 more

4. How often have you been physically attacked, over the past month (at school)? That is, how often have you been hit, kicked, punched, pinched, tripped, or something like these?

   How often this month? (circle only one): 0 1–2 3–4 more

5. How often have you been touched by someone in a way you did not like over the past month (at school or on the way to and from school)?

   How often this month? (circle only one): 0 1–2 3–4 more

6. How often have you been teased over the past month (at school)?

   How often this month? (circle only one): 0 1–2 3–4 more

7. How often during the past month has someone said something cruel to you either at school or on the way to and from school?

   How often this month? (circle only one): 0 1–2 3–4 more

8. During the past month, how often has someone excluded you on purpose? That is, how often has someone kept you out of things you'd like to do?

   How often this month? (circle only one): 0 1–2 3–4 more

9. How often over the past month has someone played a practical joke on you?

   How often this month? (circle only one): 0 1–2 3–4 more

10. How often over the past month has someone left you out of activities or refused to play or socialize with you?

    How often this month? (circle only one): 0 1–2 3–4 more

1. Over the past month, the bullying I received was from (check only one box):

No one, I was not bullied.	I was bullied mostly by boys.	I was bullied mostly by girls.	I was bullied by both boys and girls.

2. The age of kids who bullied me was (check only one box):

No one, I was not bullied.	Only kids younger than me.	Only kids my own age/grade.	Both younger and older kids.

3. If you were bullied, how well did school officials handle it? (Check only one box.)

I was not bullied over the past month.	Adults at school did not deal with the bullying at all.	Adults at school handled the bullying poorly.	Adults at school handled the bullying well.

4. How well do school officials handle the bullying of others you have seen at your school? (Check only one box.)

I never saw anyone bullied.	Adults at school did not deal with the bullying at all.	Adults at school handled the bullying poorly.	Adults at school handled the bullying well.

5. Overall, how would you rate the efforts of adults at your school to prevent students from picking on one another? (Check only one box.)

Very good	Good	Poor	Very Poor

6. Overall, how would you rate the efforts of adults (teachers/principal) to make your school a safe place in which to learn? (Check only one box.)

Very good	Good	Poor	Very Poor

D. Where Does the Bullying Occur?

Put an X in each box that describes a place at school, or coming to and from school, where you have been bullied this past month (if any). Check all that are true for you.

1. On the school bus ..... ❑
2. Playground ..... ❑
3. Walking to or from school ..... ❑
4. Classroom ..... ❑
5. Lunch room ..... ❑
6. Hallways ..... ❑
7. Gym ..... ❑
8. Locker room ..... ❑
9. Other (you write in *places* where you've been picked on)

_____

_____

_____

E. Attitudes about Bullying

Please show how much you agree or disagree with the following statements:

1. Most teasing I see is done in fun, not to hurt people.

   How much do you agree? (circle one)

   agree very much **agree** **disagree** **disagree very much**

2. Most students who get bullied bring it on themselves.

   How much do you agree? (circle one)

   agree very much **agree** **disagree** **disagree very much**

3. Bullying helps people by teaching them what is important to the group.

   How much do you agree? (circle one)

   agree very much **agree** **disagree** **disagree very much**

4. Bullying helps people by making them tougher.

   How much do you agree? (circle one)

   agree very much **agree** **disagree** **disagree very much**

APPENDIX E
FYI-DISCIPLINE REFERRAL FORM
AND ZERO TOLERANCE POLICY

MIDDLE SCHOOL

(FYI - DISCIPLINE)
(circle one)

Student's Name: _____ Date: _____
Time: _____ Gr. _____ Location: _____

Incident:

___ Disruptive class behavior
___ Disrespectful behavior
___ Harassment / verbal abuse
___ Profanity / vulgar language
___ Rough house behavior
___ Hall rules / passes
___ Other

___ Lunchroom behavior
___ Improper class dress
___ Inappropriate display of affection
___ Unprepared for class
___ Before / After school behavior

Description of Incident:

Staff Action:

___ Warned student
___ Teacher Interaction
___ Contact Parent
___ Counselor Referral
___ Teacher / Office Detention

Response:

Staff Signature: _____

Original-Assistant Principal Copy 2-Counselor Copy 3-Staff Member Copy 4-Parent

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Middle School is a safe and respectful school that has . . .

ZERO TOLERANCE

for . . .

Any word, sign, or act that hurts a person's body, possessions, dignity, or security.

APPENDIX F
RESULTS OF IOWA TESTS OF BASIC SKILLS

wa Tests of Basic Skills

Report of Building Averages

Building: SCHOOL
Bldg Code:
System:
Norms: MIDYEAR
Order No.:
Form: K
Test Date:
Page: 215

		READING			LANGUAGE					MATHEMATICS			CORE TOTAL	SOCIAL STUDIES	SCIENCE	SOURCES OF INFO.			COMPOSITE	MATH COMPUTATION
		VOCABULARY	COMPREHENSION	TOTAL	SPELLING	CAPITALIZATION	PUNCTUATION	USAGE/EXPRESS	TOTAL	CONCEPTS/ESTIM	PROBS/DATA INTERP	TOTAL				MAPS & DIAGRAMS	REF MATLS	TOTAL		
DE 6	ITBS: N	153	153	153	153	152	153	153	152	153	153	153	152	153	153	153	153	153	153	152
	ISS	222.5	220.4	221.4	221.4	223.4	223.9	227.9	224.3	227.3	226.0	226.7	224.0	224.2	225.3	220.4	227.9	224.1	224.2	221.9
	IGE of Avg ISS	6.4	6.2	6.3	6.4	6.5	6.5	6.9	6.5	6.8	6.7	6.9	6.5	6.5	6.7	6.2	6.9	6.5	6.4	6.5
	IPR of Avg ISS: Iowa Student Norms	48	47	48	48	50	51	54	50	52	54	55	50	51	52	47	55	50	49	51
	IPR of Avg ISS: Iowa School Norms	41	32	33	34	40	43	51	41	53	52	57	43	43	47	31	56	37	33	49
	NSS	229.0	232.5	230.8	227.9	244.7	241.1	242.9	239.2	236.6	238.7	237.7	235.8	233.7	239.0	241.4	237.6	239.5	235.6	225.8
	NGE of Avg NSS	7.0	7.4	7.2	6.9	8.4	8.0	8.2	7.7	7.7	7.9	7.7	7.6	7.4	7.8	8.0	7.7	7.9	7.6	6.8
	NPR of Avg NSS: Nat'l Student Norms	57	59	60	56	67	65	65	64	70	65	67	64	60	64	65	65	65	63	56
	NPR of Avg NSS: Nat'l School Norms	60	66	65	61	80	77	77	77	83	78	81	76	65	76	76	75	77	74	61
TESTED=	153																			
DE 7	ITBS: N	173	173	173	173	173	173	173	173	173	173	173	173	173	173	173	173	173	173	173
	ISS	236.4	235.1	235.9	236.2	236.1	239.6	240.6	238.2	240.0	237.9	238.9	237.7	237.3	238.4	234.0	238.8	236.3	237.5	231.5
	IGE of Avg ISS	7.5	7.6	7.6	7.6	7.6	7.9	8.0	7.7	8.0	7.8	7.8	7.7	7.6	7.7	7.4	7.8	7.5	7.6	7.4
	IPR of Avg ISS: Iowa Student Norms	51	50	51	51	51	54	55	52	57	53	54	52	52	53	49	54	51	52	47
	IPR of Avg ISS: Iowa School Norms	52	42	50	44	45	50	54	48	62	50	56	49	48	53	36	52	43	46	42
	NSS	243.3	250.6	246.9	243.3	260.4	258.9	257.6	255.2	249.9	254.8	252.3	251.5	249.9	252.0	254.0	248.8	251.3	251.3	240.2
	NGE of Avg NSS	8.1	8.9	8.5	8.2	9.8	9.7	9.6	9.3	8.8	9.2	8.9	9.0	8.8	9.0	9.1	8.7	8.9	8.9	8.0
	NPR of Avg NSS: Nat'l Student Norms	60	65	64	59	67	65	67	66	68	66	68	66	63	65	65	63	64	66	57
	NPR of Avg NSS: Nat'l School Norms	66	76	73	69	82	82	78	79	82	82	82	80	72	75	75	70	73	78	63
TESTED=	173																			
DE 8	ITBS: N	175	175	175	1					175	175	175								
	ISS	248.6	244.6	246.6	180.0					241.7	245.7	243.7								
	IGE of Avg ISS	8.7	8.4	8.5	2.4					8.2	8.4	8.3								
	IPR of Avg ISS: Iowa Student Norms	52	49	51	1					45	50	48								
	IPR of Avg ISS: Iowa School Norms	55	39	47	1					28	38	34								
	NSS	256.7	256.7	256.7	162.0					256.3	261.3	258.8								
	NGE of Avg NSS	9.5	9.5	9.5	2.5					9.4	9.9	9.7								
	NPR of Avg NSS: Nat'l Student Norms	61	60	61	1					61	61	62								
	NPR of Avg NSS: Nat'l School Norms	69	65	68	1					70	72	71								
TESTED=	175																			

Standard Score, IGE=Iowa Grade Equivalent, IPR=Iowa %ile Rank, NSS=National Standard Score, NGE=National Grade Equivalent, NPR=Nat'l %ile Rank

wa Tests of Basic Skills

Report of Building Averages

Building: SCHOOL
Bldg Code:
System:
Norms: MIDYEAR
Order No.:
Form: L
Test Date:
Page: 234

		READING			LANGUAGE					MATHEMATICS			CORE TOTAL	SOCIAL STUDIES	SCIENCE	SOURCES OF INFO.			COMPOSITE	MATH COMPUTATION
		VOCABULARY	COMPREHENSION	TOTAL	SPELLING	CAPITALIZATION	PUNCTUATION	USAGE/EXPRESS	TOTAL	CONCEPTS/ESTIM	PROBS/DATA INTERP	TOTAL				MAPS & DIAGRAMS	REF MATLS	TOTAL		
DE 6	ITBS: N	171	171	171	171	170	171	171	170	172	170	170	168	171	171	169	170	169	171	171
	ISS	212.1	212.6	212.4	209.6	209.0	209.7	209.6	209.7	214.6	217.4	216.1	213.3	214.5	221.5	210.1	211.8	211.2	214.7	221.0
	IGE of Avg ISS	5.6	5.8	5.7	5.6	5.4	5.5	5.5	5.5	5.9	6.0	6.0	5.7	5.8	6.4	5.4	5.7	5.6	5.7	6.5
	IPR of Avg ISS: Iowa Student Norms	34	40	37	34	38	38	38	39	41	45	43	38	39	48	37	37	38	39	50
	IPR of Avg ISS: Iowa School Norms	11	15	12	8	14	13	13	11	23	22	21	12	23	35	10	11	9	14	46
	NSS	219.3	225.1	222.2	216.1	230.9	227.5	225.2	225.1	224.3	231.0	227.6	225.7	224.6	235.1	230.6	221.5	225.3	227.3	224.7
	NGE of Avg NSS	6.1	6.6	6.4	6.0	7.2	6.9	6.6	6.9	6.6	7.3	7.0	6.7	6.6	7.5	7.2	6.4	6.8	6.7	6.7
	NPR of Avg NSS: Nat'l Student Norms	44	52	49	41	56	54	52	51	53	59	57	52	51	61	57	48	52	53	55
	NPR of Avg NSS: Nat'l School Norms	36	49	43	24	58	55	48	49	55	64	59	51	45	68	59	41	51	54	58
TESTED=	173																			
DE 7	ITBS: N	200	200	200	200	200	200	200	199	197	198	197	195	200	200	200	198	197	195	200
	ISS	223.4	220.8	222.1	227.8	218.8	223.6	223.1	223.6	226.9	222.2	224.7	224.1	221.6	226.2	223.1	219.4	221.5	223.8	222.3
	IGE of Avg ISS	6.4	6.3	6.4	6.9	6.2	6.5	6.4	6.5	6.8	6.4	6.7	6.5	6.3	6.7	6.5	6.1	6.3	6.4	6.5
	IPR of Avg ISS: Iowa Student Norms	35	37	36	41	38	41	41	39	41	39	40	37	37	41	40	35	37	37	37
	IPR of Avg ISS: Iowa School Norms	12	12	10	19	14	16	15	13	22	11	15	13	17	16	13	8	10	11	22
	NSS	231.1	236.3	233.7	235.0	242.2	242.2	240.2	242.0	237.4	238.2	237.9	237.8	234.8	239.8	242.4	231.7	237.3	237.8	231.3
	NGE of Avg NSS	7.1	7.6	7.4	7.5	8.1	8.1	7.9	7.8	7.7	7.8	7.7	7.7	7.5	7.9	8.2	7.3	7.6	7.6	7.3
	NPR of Avg NSS: Nat'l Student Norms	44	51	48	50	55	56	54	54	54	53	54	52	50	55	56	47	52	52	47
	NPR of Avg NSS: Nat'l School Norms	35	49	41	44	57	58	52	54	55	51	53	52	42	54	58	38	48	49	38
TESTED=	203																			
DE 8	ITBS: N	214	214	214	214	212	213	213	212	212	212	212	211	213	212	212	212	210	210	212
	ISS	236.1	240.8	238.5	245.0	253.5	251.3	241.0	248.0	237.0	238.8	237.8	241.8	237.0	237.3	232.1	232.7	232.6	238.7	235.5
	IGE of Avg ISS	7.5	8.1	7.8	8.4	9.2	8.9	8.0	8.6	7.7	7.9	7.7	8.1	7.6	7.7	7.3	7.4	7.3	7.7	7.7
	IPR of Avg ISS: Iowa Student Norms	37	45	42	49	55	54	47	51	40	45	43	45	43	42	39	39	39	42	40
	IPR of Avg ISS: Iowa School Norms	14	28	21	36	57	53	29	43	16	21	20	26	23	19	12	11	10	17	25
	NSS	245.0	252.5	248.8	251.8	274.8	268.0	261.5	264.3	251.5	254.6	253.0	255.4	253.3	250.3	256.1	248.7	252.5	253.6	244.3
	NGE of Avg NSS	8.3	9.1	8.7	9.0	11.8	10.8	10.0	10.3	9.0	9.2	9.0	9.4	9.1	8.8	9.3	8.7	9.1	9.2	8.4
	NPR of Avg NSS: Nat'l Student Norms	47	56	53	56	67	63	61	64	56	56	56	57	56	54	57	52	55	57	49
	NPR of Avg NSS: Nat'l School Norms	42	58	50	61	84	77	68	74	59	62	60	65	57	52	59	49	55	61	43
TESTED=	214																			

Standard Score, IGE=Iowa Grade Equivalent, IPR=Iowa %ile Rank, NSS=National Standard Score, NGE=National Grade Equivalent, NPR=Nat'l %ile Rank

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Appendix G

FYI's As of Jan. 19, 1999 Through Feb. 18, 1999

NAME	FYI'S
Anthony	2
Jose	1
Daniel	3
Aaron	1
Derek	1
Kristopher	1
Samantha	1
Ryan	1
Jason	2
Sarah	1
Barry	1
Cody	1
Sarah	1
Abram	1
Sean	1
Abel	1
John	1
Chase	2
Kyle	1
Joao	2
Brandon	1
Brett	1
Stephanie	1
Jacb	1
Tyler	1
Jason	1
Jeremy	1
Joshua	1
Eric	1
Spencer	2
Jessica	1
Pascual	2
Mason	2
Savanna	1
Antonio	3
Rodolfo	1
Andrew	1
Shawn	1
Bryan	1
Eric	1
Nelson	1
Dale	1
Myles	1
Daniel	1

Appendix H

*Approved by School Safety Committee Jan. 18, 1999

Proposal for "FYI Zero Tolerance Policy"

Six teachers attending Saint Xavier's Master program have created a proposal for FYI level of consequences. Part of this intervention includes an action plan that will be integrated during the support group level. We believe the following proposal would be beneficial to both students and staff at West Middle School.

Consequences evaluated by the semester in sequential order:

1 FYI = Staff T.I. (Teacher Interaction) each time and FYI mailed home weekly.

2 FYI = Guidance Conference with student

3 FYI = Phone Call (by team)

4 FYI = Office Intervention

5 FYI = Parental Conference

6 FYI = Support Group

*See Action Plan attached

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Appendix I

Student Self-Assessment Test Resource Sheet—Make copies and have students complete before and after the unit.

SELF-ASSESSMENT

For the following ten statements, choose the answer that best fits you right now.

Be truthful so you can see how you change over time. You will fill this form out again at the end of "Working Toward Peace."

	Usually	Sometimes	Never
1. When I am angry, I pause and calm down before doing anything.	❑	❑	❑
2. I get in trouble at school because of my anger.	❑	❑	❑
3. I work well in a group of students.	❑	❑	❑
4. When my friends get angry, I can calm them down.	❑	❑	❑
5. When I listen to people, I look at them and don't interrupt.	❑	❑	❑
6. When someone accuses me of doing something I didn't do, I tell him or her to get off my case.	❑	❑	❑
7. I know how to handle people who are trying to bully me.	❑	❑	❑
8. When I work in a group, I offer helpful suggestions.	❑	❑	❑
9. When I have a conflict with someone, I get my way in the end.	❑	❑	❑
10. When I get angry at someone, I get even.	❑	❑	❑

11. I consider the following people to be peacemakers because I have seen them work for peace in difficult situations or I have read or heard about them and think they stand for peace.

a. _____

b. _____

c. _____

d. _____

12. Here are some things I say to myself when I'm angry to keep from getting angrier.

a. _____

b. _____

c. _____

d. _____

e. _____

g. _____

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WHAT DO YOU KNOW

ABOUT ANGER, CONFLICT AND PEACE?

Place a checkmark by the best response.

1. Anger is
   - ___ a. normal.
   - ___ b. bad.
   - ___ c. abnormal.
   - ___ d. unhealthy.

2. What makes conflict "good" or "bad" is
   - ___ a. whether you relax before it.
   - ___ b. whether you argue or not.
   - ___ c. how you respond to it.
   - ___ d. where, when, and how it happens.

3. If a dangerous situation occurs, the best response is to
   - ___ a. confront the problem.
   - ___ b. avoid the situation.
   - ___ c. talk to the people starting the situation.
   - ___ d. use "What, Why, and How" messages.

4. Conflict is
   - ___ a. always resolved one way or another.
   - ___ b. the same in meaning as aggression.
   - ___ c. neither good nor bad.
   - ___ d. part of cooperation.

5. If you are provoked, the first thing to do is
   - ___ a. try to calm down.
   - ___ b. tell the person who provoked you what you think of him/her.
   - ___ c. tell the person why she/he was wrong to provoke you.
   - ___ d. tell a joke.

6. Which is the most appropriate message to tell yourself when you are angry?
   - ___ a. "He/she's getting on my nerves."
   - ___ b. "I shouldn't feel this way."
   - ___ c. "I'll get revenge."
   - ___ d. "Stay cool."

7. *Domination* has almost the same meaning as
   - ___ a. conflict.
   - ___ b. anger.
   - ___ c. aggression.
   - ___ d. disagreement.

8. Which physical signal is usually not a reaction to anger?
   - ___ a. knot in stomach
   - ___ b. dry palms
   - ___ c. pupils of the eyes enlarged
   - ___ d. teeth clenched

9. When a conflict arises, the road to peace begins with
   - ___ a. saving face.
   - ___ b. controlling the situation.
   - ___ c. being smart.
   - ___ d. managing your feelings.

10. Stereotyping is much like
    - ___ a. standing in someone else's shoes.
    - ___ b. judging a book by its cover.
    - ___ c. changing your mind about someone.
    - ___ d. understanding both sides of the story.

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11. Bullying behavior

___ a. doesn't hurt anyone.

___ b. is just part of growing up.

___ c. happens only in gangs.

___ d. can best be handled by staying calm.

12. A good listener

___ a. offers advice.

___ b. asks questions.

___ c. interrupts when necessary.

___ d. tells his/her own opinion.

13. Trivial conflicts are usually best handled by

___ a. problem solving.

___ b. confrontation.

___ c. negotiation.

___ d. avoidance.

14. Violence is

___ a. part of rational communication.

___ b. inevitable.

___ c. learned.

___ d. part of human growth.

15. A person who bullies others

___ a. has lots of friends.

___ b. thinks others are out to get him/her.

___ c. starts bullying others in the teenage years.

___ d. is usually the strongest person in a group.

16. Which strategy tends to increase the level of tension in a conflict?

___ a. speaking slowly

___ b. asking an adult to help

___ c. suggesting a delay

___ d. moving closer to the other person

17. In a negotiation, the first step is to

___ a. let each person tell his/her story.

___ b. ask if each person agrees to the solution.

___ c. ask the people involved to reach an agreement.

___ d. evaluate the solution.

Pretend the statements below are messages you could give yourself. Mark "A" next to statements that would make you angrier. Mark "C" next to statements that would help you calm down.

___ 18. She never really liked me.

___ 19. I deserved to get on the team.

___ 20. I'm not going to let him get to me.

___ 21. I'm on top of this situation and managing it.

___ 22. There is no need to doubt myself.

___ 23. Nothing I do makes her/him happy.

___ 24. That wasn't fair.

___ 25. I can work this out.

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T.B.M. Support Group
(Teaching Behavior Management)

Rules For Participants

1) Stay on task.

2) Acept critisism.

3) Follow directions.

4) Remain in the room for the entire session.

Failure to comply with these rules will result in no credit for that days session. Any one dismissed from the support group session will make up the time in another session. Anyone dismissed from a session will also be assigned an office detention.

.....

I have read the rules and understand the consequences if I choose not to comply.

Student Signature_____ Date_____
Teacher Witness_____ Date _____

Documentation of student behavior during sessions.

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Student Plan of Action

1. What is the problem?
   -What are you doing?

2. What is the need?
   -What do you want?
   -Is what you are doing and/or thinking helping you get what you want?
   -Is it working for you?

3. What is the desired behavior?
   -If you keep doing this, what will happen?
   -Is that what you want?
   -What should you be doing?
   -What is your job?
   -How can this problem be fixed?
   -Can you solve it on your own or do you need help?
   -Would you like to hear what some other students have done?

4. What is the plan?
   -What will you do the next time?

*When student fails to generate a plan and/or does not want to consider what others have done, say "I have some ideas on solving that. Bet you would like your own ideas best. However, if you can't come up with something by _____, we'll be going with my ideas.